



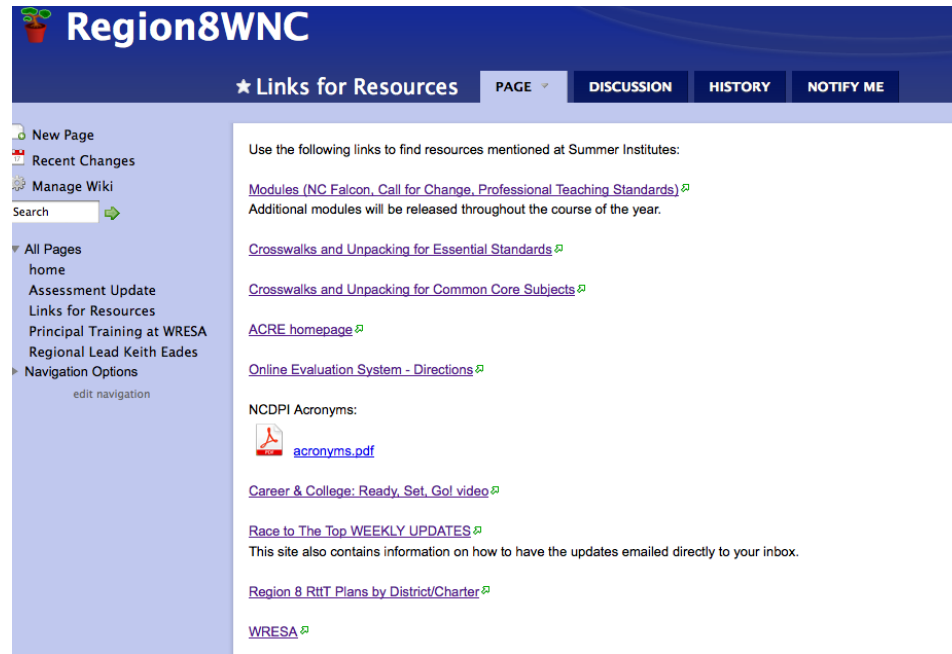
Public Schools of North Carolina

*The North Carolina Standard Course of Study*  
**Common Core State Standards &  
North Carolina Essential Standards**

**Support for School Executives**

**Session 2  
October 19, 2011  
WRESA**

# Access to training materials:



<http://region8wnc.wikispaces.com>

“Principal Training at WRESA”



# Today's Meet

<http://todaysmeet.com/WRESA-Oct19>

Today'sMeet

Listen.

Access instructional support tools, unpacking documents & crosswalks, at <http://www.ncpublicschools.org/acre/standards/support-tools/>

DPI Moderator at 9:32 PM, 16 Jun 2011 via web

I really liked the activity we did with writing SMART goals. Where can I get a copy of those materials?

Tom Jenkins (City School District) at 9:29 PM, 16 Jun 2011 via web

How do I access the Unpacking Documents for 5th grade?

Jennie Benfield (Nowhere County Schools) at 9:27 PM, 16 Jun 2011 via web

Talk.

What's your name?

Jan Wall (Our Charter)

Join.



# Outcomes:

- I will have a working understanding of the Common Core and Essential Standards.
- I will gain instructional leadership knowledge and skills that assist me in supporting my teachers.
- I will collaborate with colleagues across the region to discuss topics of interest.





# Focus on Leadership



## Your Leadership Mentor...

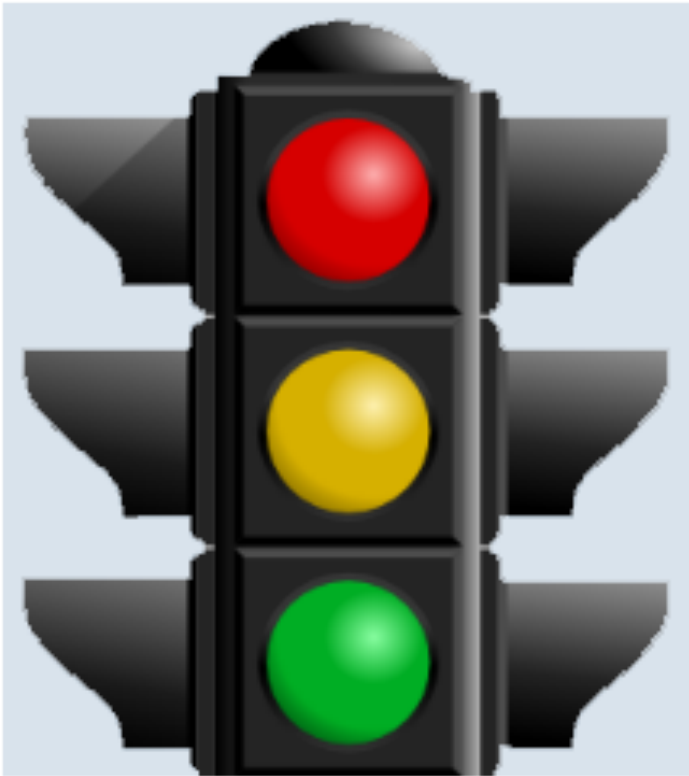
- Who is the person (name/relationship)?
- Why did you choose this person?
- What leadership qualities did this person have that you admired?
- How did you feel when in his/her presence?



# Assessing Your Readiness



# Stoplight Sort



Red Not Yet Started

Yellow Needs Work

Green Ready or Completed

<http://www.easyvectors.com/assets/images/vectors/afbig/>

[b2480711df9210adca9b326e215c1c79-traffic-light-clip-art.jpg](http://www.easyvectors.com/assets/images/vectors/afbig/b2480711df9210adca9b326e215c1c79-traffic-light-clip-art.jpg)



# Next Steps?





Public Schools of North Carolina

# Digging Deeper into the North Carolina Standard Course of Study

Supporting the New Standards at the  
School Level



# NC Standard Course of Study

## Common Core State Standards

*(Adopted by 48 states and the District of Columbia)*

- **English Language Arts**
- **Mathematics**

## NC Essential Standards

- **Science**
- **Social Studies**
- **World Languages**
- **Arts Education**
- **Healthful Living**
- **Career & Tech Ed**
- **Exceptional Children**
- **English as Second Language**
- **English Language Development (approved 2008)**
- **Information & Technology**

\*English Language Development and Information & Technology Essential Standards **must** be delivered by classroom teachers through **ALL** content areas, in appropriate grade levels– in collaboration with AIG, EC, ESL, media coordinators and tech facilitators.



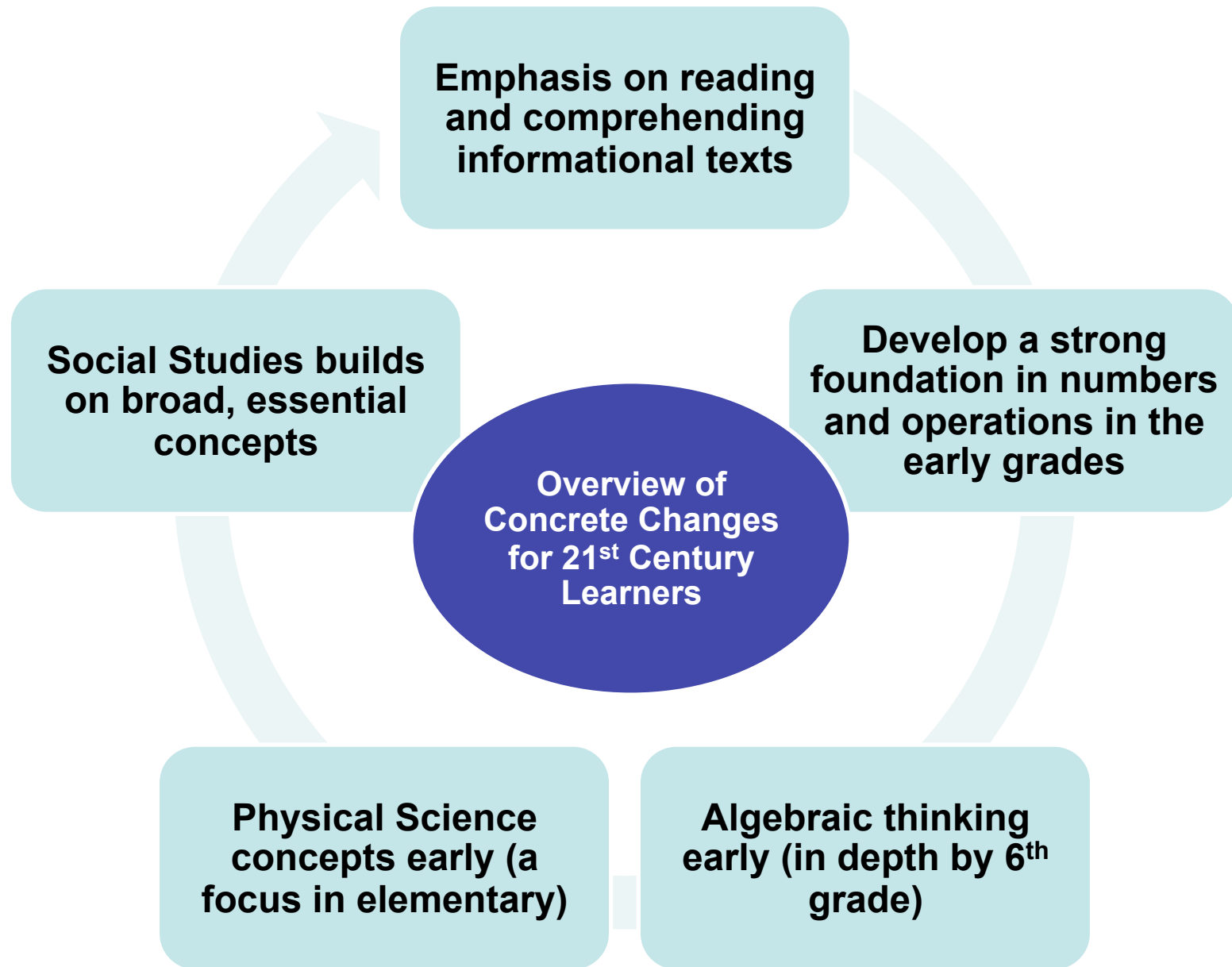
## Calendar for Roll-Out of **New** North Carolina Standards and Assessments

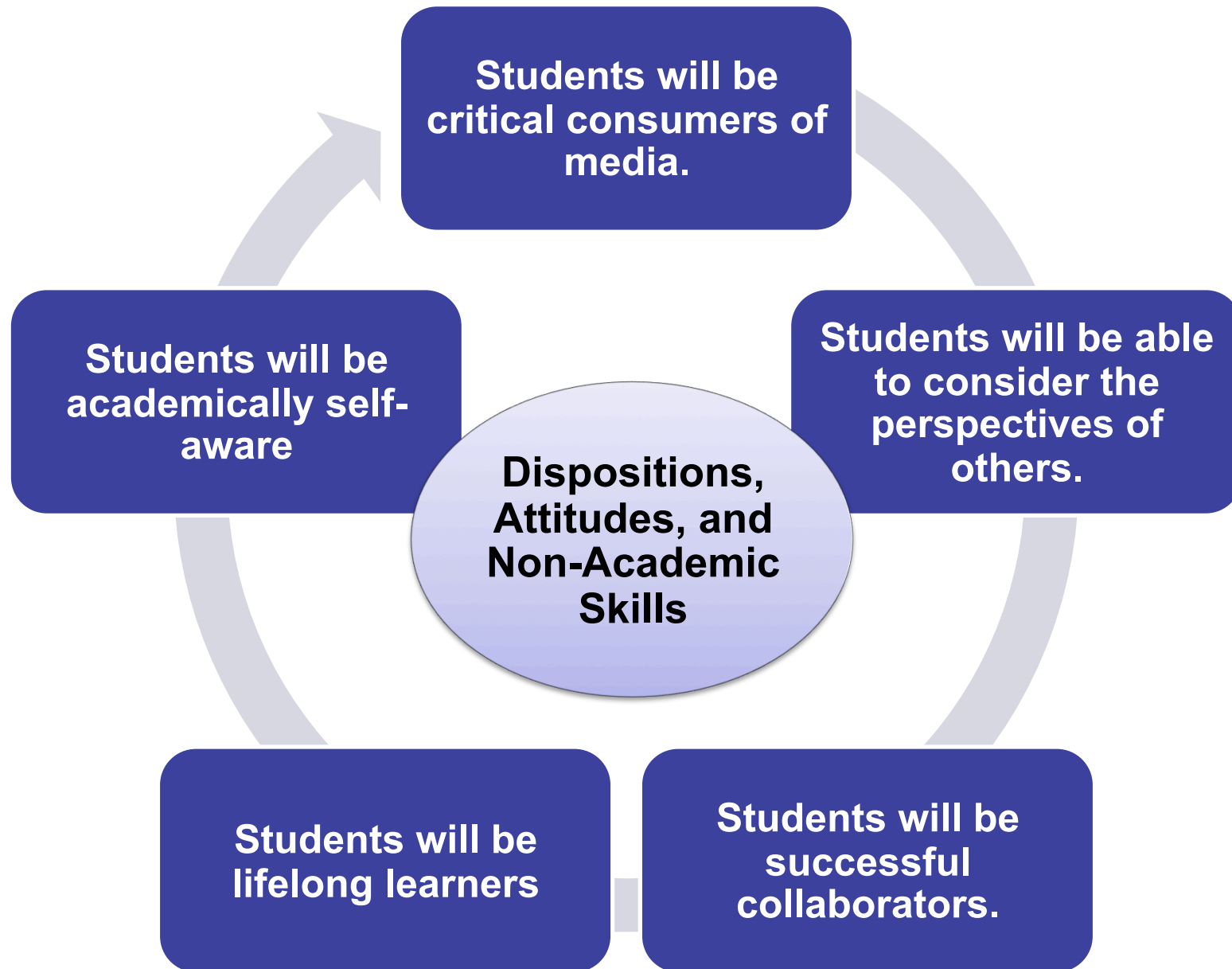
Subject Area		Where is North Carolina in the adoption process?	2010-2011 School Year	2011-2012 School Year	2012-2013 School Year
Common Core Standards	English Language Arts	Common Core <u>adopted</u> <b>June 2010</b>	<i>Current standards taught and assessed</i>	<i>Current standards taught and assessed</i>	Common Core taught & assessed
	Mathematics	Common Core <u>adopted</u> <b>June 2010</b>			Common Core taught & assessed
	Science	Essential Standards <u>adopted</u> <b>February 2010</b>			New Essential Standards taught & assessed
	Social Studies, Healthful Living, Arts, Guidance, World Languages	Social Studies, Arts and World Languages <u>adopted</u> in <b>Winter 2010</b> . <i>(Healthful Living and Guidance - anticipated adoption spring 2011)</i>			New Essential Standards taught & assessed
	Career and Technical Education	Anticipated adoption in <b>2011</b>			New Essential Standards taught & assessed
	Early Learning	Anticipated adoption of Essential Standards in <b>2011</b>			New Essential Standards taught
	Information and Technology Skills	Essential Standards <u>adopted</u> <b>September 2009</b>	New Essential Standards piloted with current SCS	New Essential Standards taught	New Essential Standards taught
	Extended Content Standards	All Extended Content Standards will be on the same operational time line as the standards in each individual content area.			

March 1, 2011









# College & Career Ready: Globally Competitive

By 2012-13, students will graduate having passed a class for which Algebra II is a pre-requisite.

By 2015-16, students will graduate having passed four history courses in high school.

World Languages will be based on proficiency, not grade-level or grade span.

Starting in 2012-13, students will be taught reading and writing standards in History/ Social Studies, Science, and Technical Subjects.



# Think-Pair-Share

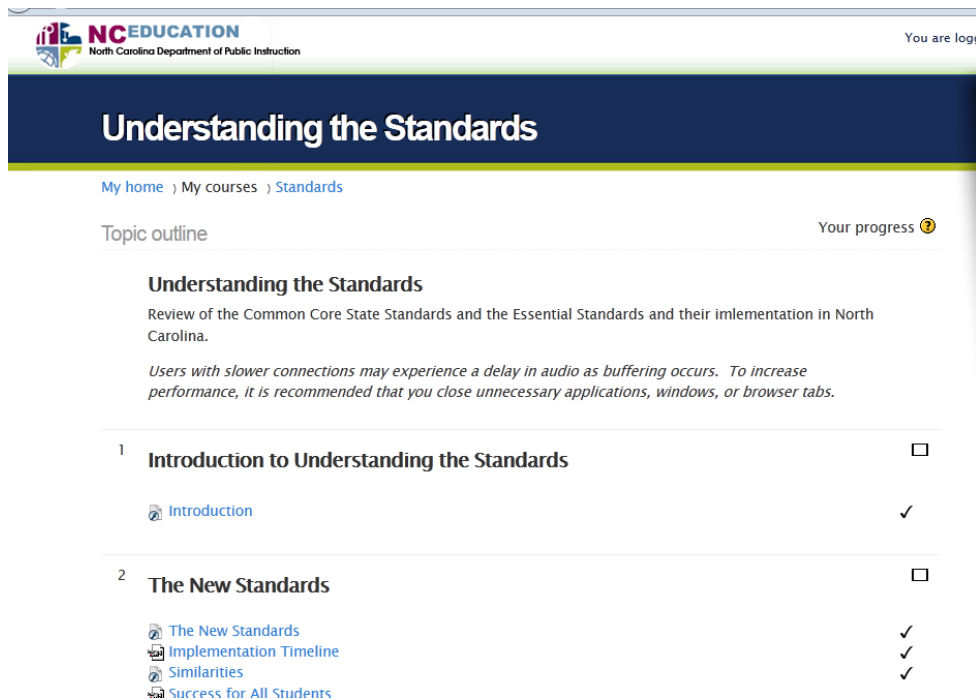
What conversations will you have with your media specialists, curriculum / instructional / literacy specialists, teachers, and mentors?

Use notes section to record discussion points of emphasis.  
(4 minutes)

Share ideas.



# Understanding the Standards



The screenshot shows the NCEducation website interface. At the top, the NCEducation logo and 'North Carolina Department of Public Instruction' are visible. The main heading is 'Understanding the Standards'. Below this, there's a 'Topic outline' section. The outline lists two main topics: '1 Introduction to Understanding the Standards' and '2 The New Standards'. Under '1', there is a sub-item 'Introduction' with a checkmark. Under '2', there are sub-items 'The New Standards', 'Implementation Timeline', 'Similarities', and 'Success for All Students', each with a checkmark. A 'Your progress' indicator is also present.

**Understanding the Standards**

My home › My courses › Standards

Topic outline Your progress ?

**Understanding the Standards**  
Review of the Common Core State Standards and the Essential Standards and their implementation in North Carolina.  
*Users with slower connections may experience a delay in audio as buffering occurs. To increase performance, it is recommended that you close unnecessary applications, windows, or browser tabs.*

1 **Introduction to Understanding the Standards** ☐

Introduction ✓

2 **The New Standards** ☐

The New Standards ✓  
Implementation Timeline ✓  
Similarities ✓  
Success for All Students ✓

- Five Sections
  - Introduction
  - The New Standards
  - Instructional Toolkit
  - Content-Specific Sections
  - Next Steps

<http://center.ncsu.edu/nc>

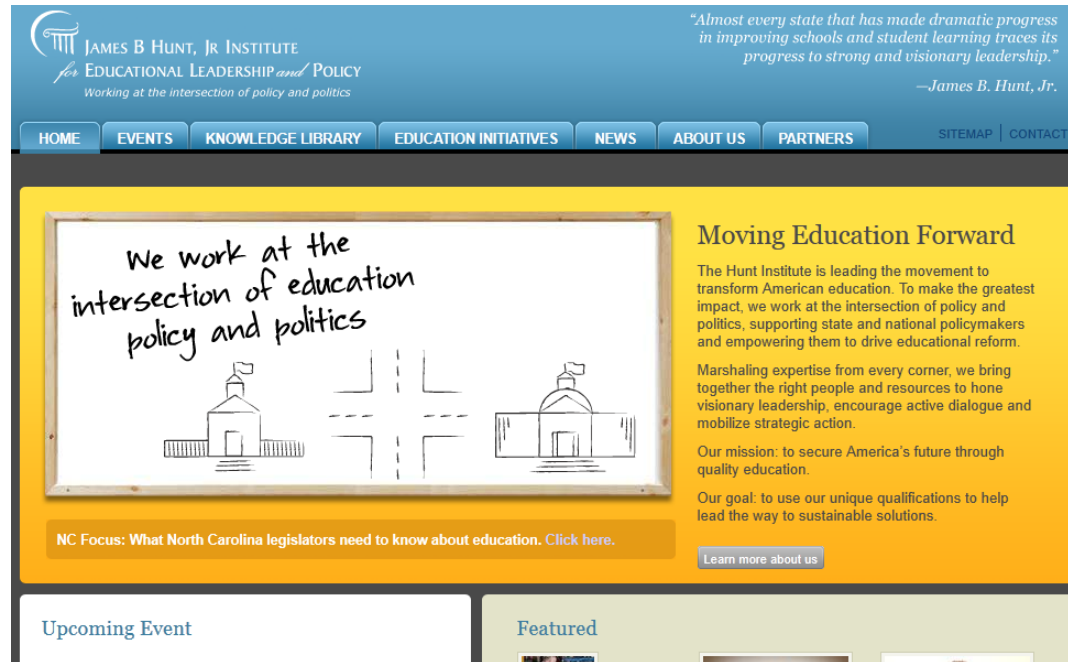


# The Hunt Institute



## Question to Consider

How could you use the Hunt Video Series in your school?



# Common Core *Big Picture*

- Aligned with **college** and **work expectations**
- **Focused** and **coherent**
- Includes **rigorous content** and **application of knowledge** through **higher-order skills**
- **Internationally benchmarked** – prepares students for **global economy & society**
- Based on **evidence** and **research**





# Rationale for Implementation



- **Equity/Student Mobility**  
Expectations the same regardless of where students live or where they go
- **College/Career Readiness**  
Students need to be *more than* proficient
- **Comparability**  
State results will be comparable through common assessments



# Rationale for Implementation

- **Shared Resources**  
Ability to share and team across district and state lines
- **Economies of Scale**  
Possible savings due to sharing of resources and assessments





# Common Core State Standards for Mathematics

Navigating the  
Resources

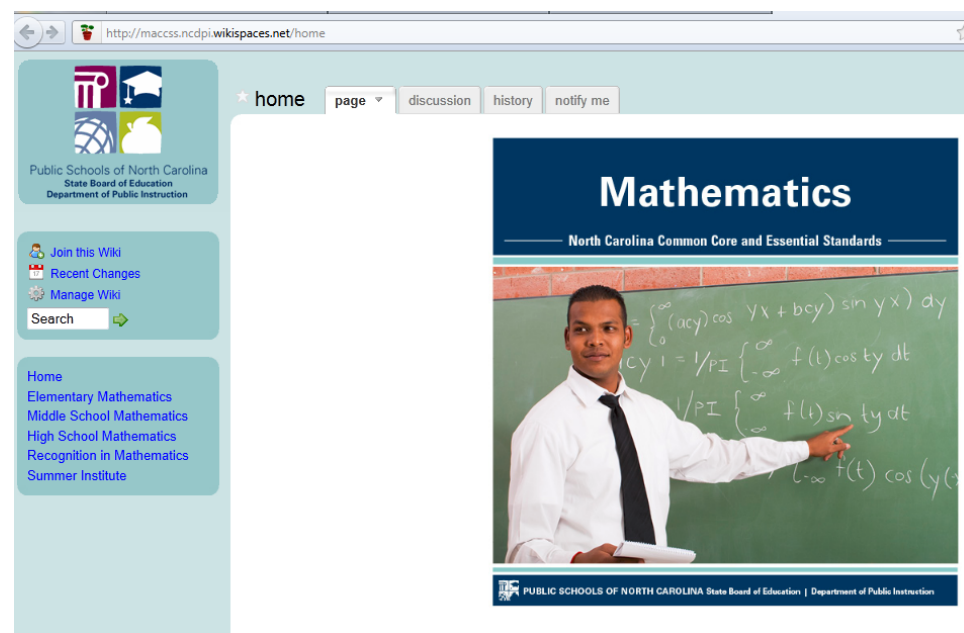
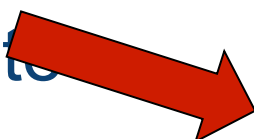
Reading the  
Standards

Classroom  
Instruction

# Navigating the Resources

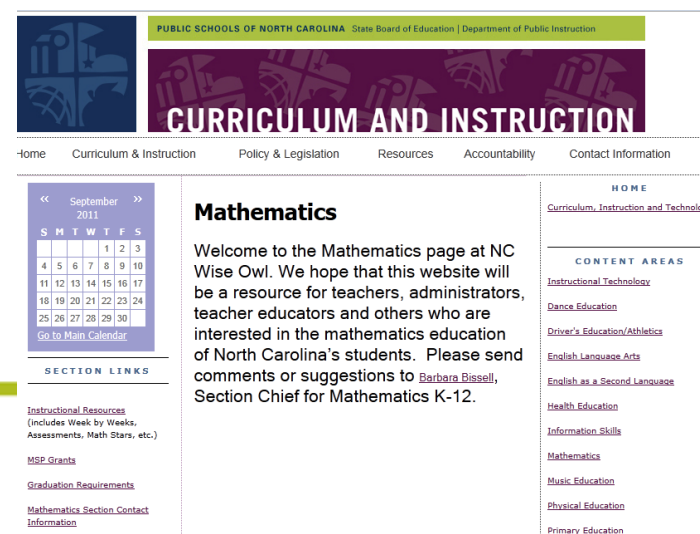
- <http://maccss.ncdpi.wikispaces.net/home>

- Summer Institute Materials
  - PPTs and Handouts



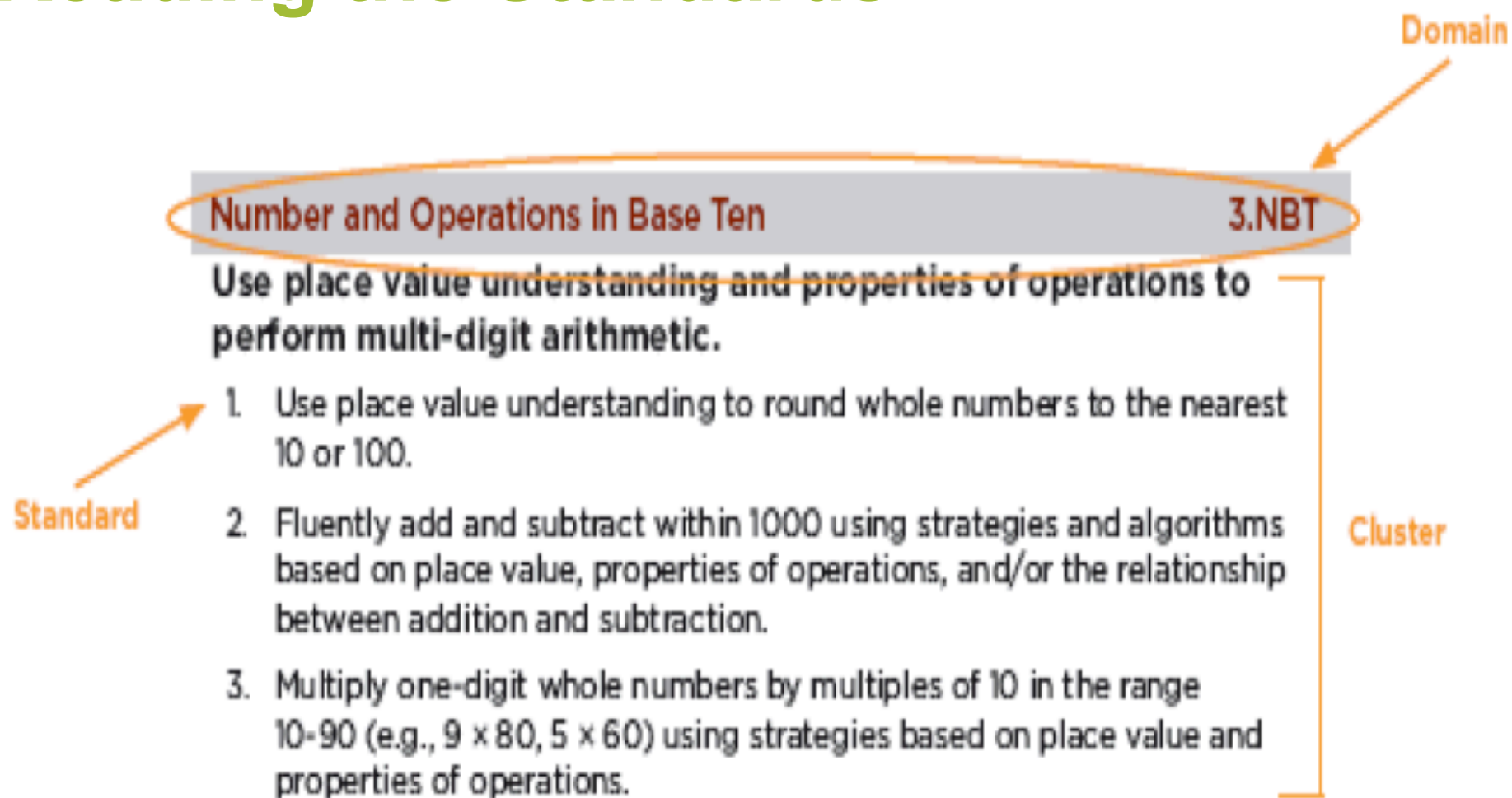
- **October 13:** RESA Content Sessions Handouts Available

- <http://math.ncwiseowl.org/>

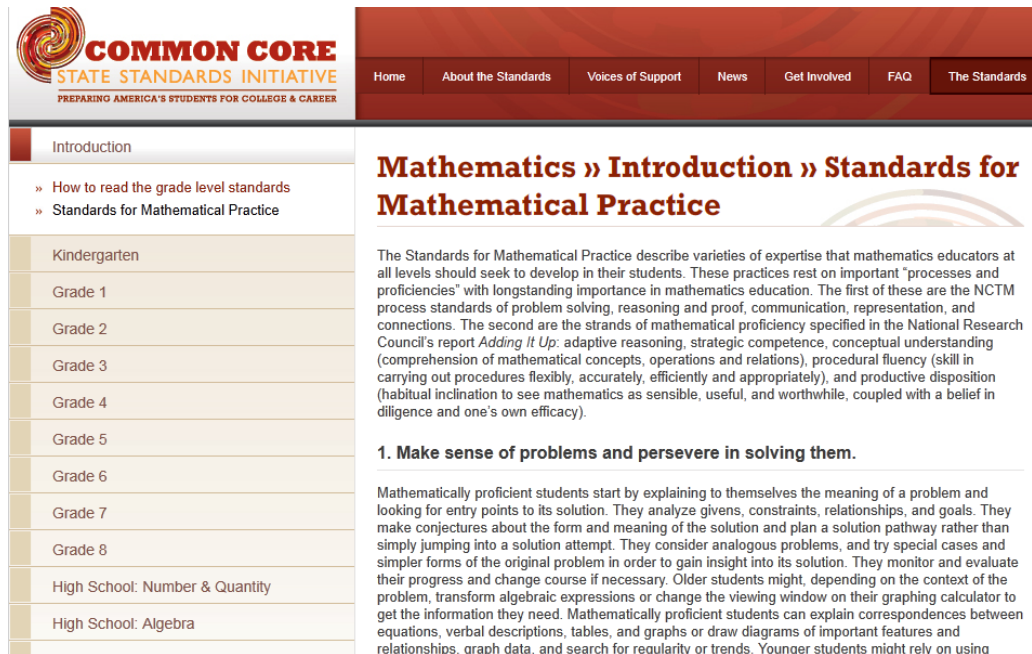


Public Schools of North Carolina

# Reading the Standards



# Standards for Mathematical Practice



The screenshot shows the Common Core State Standards Initiative website. The header includes the logo and navigation links: Home, About the Standards, Voices of Support, News, Get Involved, FAQ, and The Standards. The left sidebar lists various standards categories, with 'Standards for Mathematical Practice' selected. The main content area is titled 'Mathematics » Introduction » Standards for Mathematical Practice' and contains an introduction paragraph and a list of the eight standards.

**COMMON CORE STATE STANDARDS INITIATIVE**  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home About the Standards Voices of Support News Get Involved FAQ The Standards

Introduction

- » How to read the grade level standards
- » Standards for Mathematical Practice

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

High School: Number & Quantity

High School: Algebra

**Mathematics » Introduction » Standards for Mathematical Practice**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

**1. Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



# Structural Differences

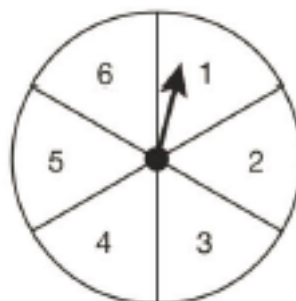
- K-8:
  - Designed by year.
  - Domains (overarching concepts) are listed under the grade.
- High School:
  - Designed by Domain
  - Courses pull from each of the high school domains
- **See Note on Courses and Transitions**

Grade 2
Grade 3
Grade 4
Grade 5
» Introduction
» Operations & Algebraic Thinking
» Number & Operations in Base Ten
» Number & Operations—Fractions
» Measurement & Data
» Geometry
Grade 6
Grade 7
Grade 8
High School: Number & Quantity
High School: Algebra
High School: Functions
High School: Modeling
High School: Geometry
High School: Statistics & Probability
Note on courses & transitions
Mathematics Glossary





The spinner below is divided into six equal sections. Each section is marked with a number from 1 to 6.



- a. The theoretical probability of spinning each number is  $\frac{1}{6}$ . Based on this probability, how many times should each number occur in 20 spins?



*(continued)*



You will now conduct an experiment by spinning the spinner 20 times. Use the spinner below to conduct the experiment. Use the spin button to run each trial, then tabulate the results on your scratch paper.



Spin

- b. Create a frequency table in the template below that shows the results of the spins. Provide appropriate labels for the table.


Submit

(continued)

- c. Explain clearly why your answer from **part a** is different from or the same as the results given in the table above.

Enter response here

Submit

- d. If the spinner were spun 200 more times, how would the frequency of the results be affected?

Enter response here

Submit

When coaching teachers, ask

**“What task can you give that  
will build student  
understanding?”**

rather than

**“How can you explain clearly  
so they will understand?”**

adapted from Grayson Wheatley, NCCTM, 2002



# Classroom Instruction

- How should math instruction look?
- Summer Institute presentations provide excellent examples of changes to classroom practice.



[www.ted.com](http://www.ted.com)  
<http://blog.mrmeyer.com/>  
<http://www.delicious.com/ddmeyer>



# Talking with Teachers

Student Inquiry

Perseverance

Constructing,  
Defending, and  
Challenging  
Arguments

Modeling

Abstract and  
Quantitative  
Reasoning



# Upcoming Webinars and Trainings for Math

- Webinars

- November 17
- January 10
- February 9
- March 8

Registration coming on  
weekly RttT updates

- Trainings

- September 19
- April 24

– WRESA also  
working on a math  
mapping initiative



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# Common Core State Standards for English Language Arts

Navigating the  
Wiki

Understanding  
the Structure

New, Better,  
Different

Classroom  
Instruction



# Navigating the Wiki

- [http://  
elaccss.ncdpi.wikispaces.net/ELA+Home](http://elaccss.ncdpi.wikispaces.net/ELA+Home)
- [Understanding the Standards](#) 
- **End of Fall Content Tour:** RESA  
Content Sessions  
Handouts Available



# Design

There are four strands:

- Reading  
+ Reading Foundational Skills K-5
- Writing
- Speaking and Listening
- Language

The ELA Common Core supports an integrated model of literacy.

There are media requirements blended throughout.



# College and Career Readiness (CCR) Anchor Standards

Have broad expectations consistent across grades and content areas.

Are based on evidence about college and workforce training expectations.

Expect instruction to cover a broad range of increasingly challenging texts.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

### College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

#### Note on range and content of student reading

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

10 | K-5 | READING



# K-12 Grade Specific Standards

Are grade-specific end-of-year expectations.

Are developmentally appropriate. There is a cumulative progression of skills and understandings.

Have a one-to-one correspondence with CCR Anchor Standards.

COMMON CORE STATE STANDARDS for ENGLISH LANGUAGE ARTS & LITERACY in HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
<b>Key Ideas and Details</b>		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
<b>Craft and Structure</b>		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>Integration of Knowledge and Ideas</b>		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

11 | K-5 | READING: LITERATURE



## GRADE 3

CCR ANCHOR STANDARD	CCSS GRADE SPECIFIC STANDARD
<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>
<b>Key Ideas and Details</b>	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



## GRADE 6

CCR ANCHOR STANDARD	CCSS GRADE SPECIFIC STANDARD
<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>
<b>Key Ideas and Details</b>	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.



# Intentional Design Limitations

The Standards do NOT define:

- How teachers should teach.
- All that can or should be taught.
- The nature of advanced work beyond the core.
- The interventions needed for students well below grade level.
- The full range of support for English Language Learners and students with special needs.
- Everything needed to be college and career ready.





# High School Literature

*The scope and sequence of literature allows for a literary experience that carries not only a global perspective but an opportunity to view U.S. literature and literary nonfiction within a global lens.*

The literature selections **provide a vehicle** by which to teach the CCSS standards and ensure that students will have a rich and diverse understanding of literature by the end of their senior year.





# Appendix A

Reading  
Reading  
Foundational  
Skills  
Writing  
Speaking and  
Listening  
Language  
Bibliography and  
Glossary of Key  
Terms

# Appendix B

Text Complexity  
Sample  
Performance  
Tasks  
Table of  
Contents

# Appendix C

Samples of  
Student Writing  
with Annotations  
Table of  
Contents



# Three Key Reading Questions

## What does it say?

- Literal level
- Addresses comprehension
- Foundational to answering the second question

## What does it mean?

- Interpretation level
- Addresses Themes
- More than just appreciating a good story

## What does it matter?

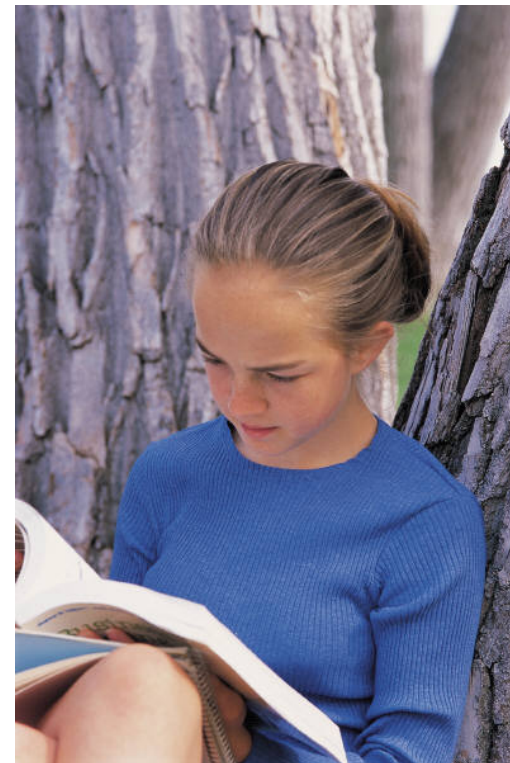
- Reflection
- Addresses Connections
- The heart of why they read the text



# Where does close reading appear in the Common Core?

## College and Career Readiness Anchor Standards for Reading

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



# Where does text complexity appear in the Common Core?

## College and Career Anchor Standard for Reading

**R.10: Read and comprehend complex literary and informational texts independently and proficiently.**



# Focus on Text Complexity

ELA CC State Standards:

- **focus on short texts worthy of rereading which places a high priority on the close, sustained reading of complex text.**
- are emphatic about students reading text of an adequate range and complexity.
- focus intently on students reading closely to **draw evidence** from the text itself.
- require students to read increasingly complex texts with increasing independence as they progress towards career and college readiness.



# How is text complexity measured?



Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands



# How is text complexity measured?



Quantitative evaluation of the text:

Readability measures and other scores of text complexity



# How is text complexity measured?



Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)





# Writing



Standards 1-3 address text types and purposes:

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives



# An Integrated Model

REMEMBER: “While the standards delineate specific expectations in reading, writing, speaking and listening, and language, *each standard need not be a separate focus for instruction and assessment*. Often several standards can be addressed by a single rich task.”

( CCSS, Introduction, p. 5)



# The English Language Arts Standards: Key Changes and their Evidence

Video published by the James B. Hunt Jr. Institute for Educational Leadership & Policy  
Featuring: David Coleman and Susan Pimentel



[http://www.youtube.com/watch?v=JDzTOyxRGLI&feature=mfu\\_in\\_order&list=UL](http://www.youtube.com/watch?v=JDzTOyxRGLI&feature=mfu_in_order&list=UL)



Public Schools of North Carolina

**Task Overview**

Task	What You Will Do	What to Submit
Part 1	Select 3–5 texts that you will focus on for your anthology: “Perspectives on the American Dream.” Make notes on each text.	<ul style="list-style-type: none"> <li>one page of notes on each selected text saved electronically</li> </ul>
Part 2	Synthesize the various perspectives on the American dream represented in your selection of texts.	<ul style="list-style-type: none"> <li>1,000 word typed essay saved electronically</li> </ul>
Part 3	Conduct research on an individual to create an original profile of an American dreamer. You may choose someone you know personally or someone that you can learn about through research.	<ul style="list-style-type: none"> <li>750–1,000 word typed essay saved electronically</li> </ul>
Part 4	Write a reflective essay on what you learned from completing the performance assessment.	<ul style="list-style-type: none"> <li>250–500 word typed commentary</li> </ul>

**Note:** Word count limits are guidelines and not strict requirements.

(continued)

# The Common Core Curriculum Mapping Project

**WRITTEN BY TEACHERS, FOR TEACHERS**



- The process of mapping
- On-line materials and sample
- Mini-maps



# Upcoming Webinars and Trainings for ELA

- Webinars
  - November 3
  - January 12
  - March 8
  - April 26
- **Topic:** Close reading of a cluster of standards –
  - Looking at the reading standards and modeling how to do a PLC around learning about the standards.
- Trainings
  - Nov. 7
  - April 24



# Table Talk: 5 Minutes

How do some of these changes impact instruction?

How does this understanding help you as an instructional leader?



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Public Schools of North Carolina

# North Carolina Essential Standards

An Overview

# Critical Competencies Addressed

## 21<sup>st</sup> Century Competence

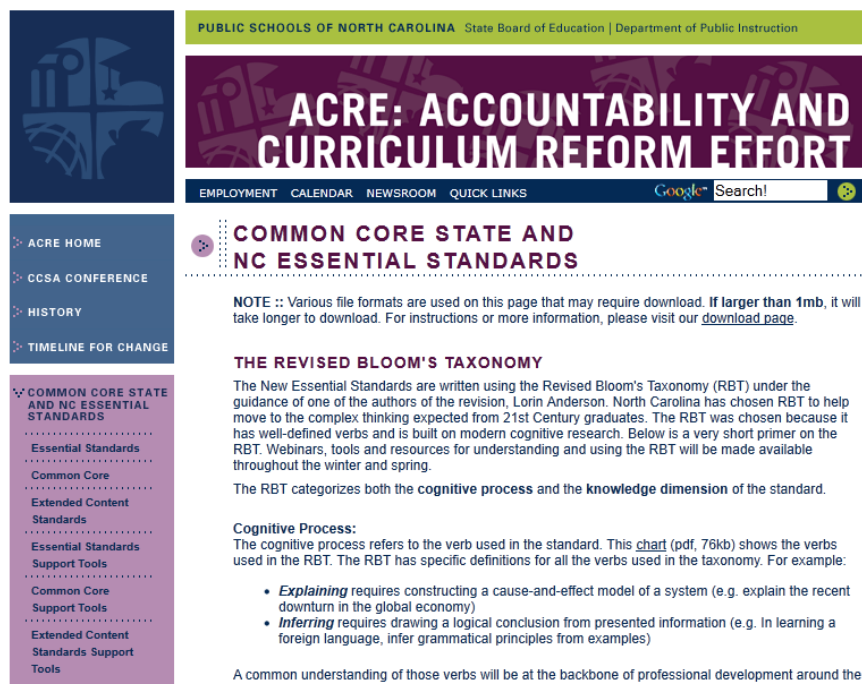
- Financially literate
- Globally aware
- Environmentally literate
- Critical consumers of media
- Precise communicators

## Problem-Solving Competence

- Novel, real-world problem solvers
- Ability to analyze and synthesize information in order to create meaning
- Ability to understand the interconnectedness of systems and content



# ACRE Website



<http://www.ncpublicschools.org/acre/standards/>

- Standards
- Crosswalks
- Unpacking Documents
- Updates
- Instructional Support Tools
- RBT
- Extended Content Standards and Support Materials





# North Carolina Essential Standards for Social Studies

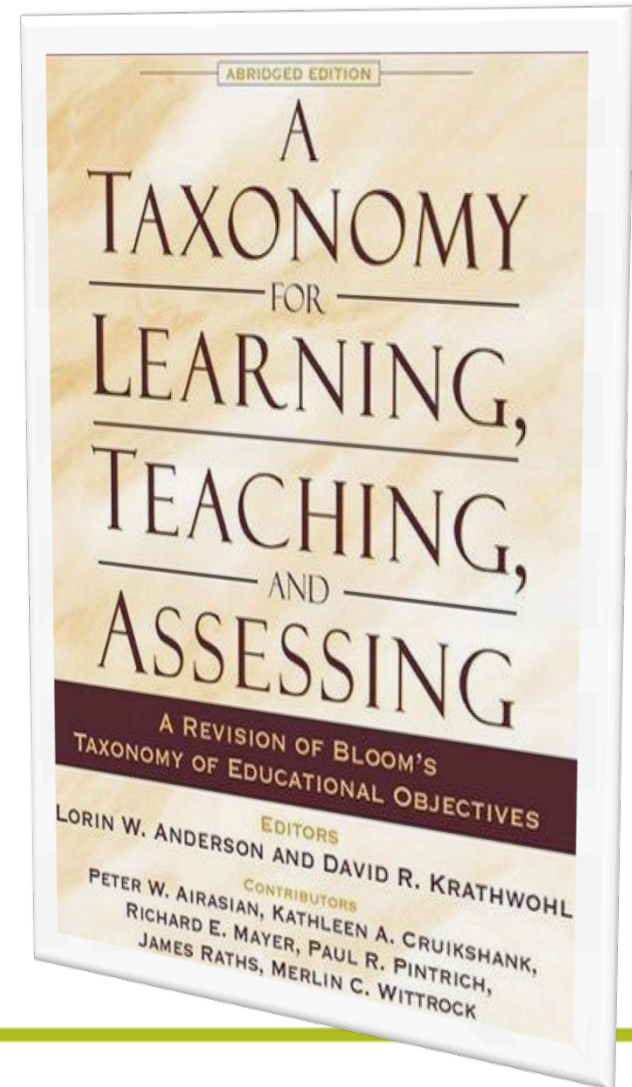
Understanding  
the Structure

Big Ideas


Classroom  
Instruction

# Use of Revised Bloom's Taxonomy

- Provides the cognitive framework used for all of the North Carolina Essential Standards
- Provides common language for all curriculum areas
- Use of one verb



# THE RBT TAXONOMY TABLE

		THE COGNITIVE PROCESS DOMAIN					
		1 REMEMBER Recognizing, Recalling	2 UNDERSTAND Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, Explaining	3 APPLY Executing, Implementing	4 ANALYZE Differentiating, Organizing, Attributing	5 EVALUATE Checking, Critiquing	6 CREATE Generating, Planning, Producing
THE KNOWLEDGE DIMENSION (Type of Knowledge)	A FACTUAL KNOWLEDGE						
	B CONCEPTUAL KNOWLEDGE						
	C PROCEDURAL KNOWLEDGE						
	D METACOGNITIVE KNOWLEDGE						

From Anderson, Larin and David Krathwohl, *A Taxonomy For Learning, Teaching and Assessing*. New York: Longman, 2001



**ACRE**

Accountability and Curriculum Reform Effort  
in Response to A Framework For Change

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction



Public Schools of North Carolina

# The Five Conceptual Strands

**Time,  
Continuity &  
Change**

**Science,  
Technology &  
Society**

**Civic  
Ideals &  
Practices**

**Power,  
Authority &  
Governance**

**Production,  
Distribution &  
Consumption**



**Individuals,  
Groups &  
Institutions**

**People,  
Places &  
Environments**

**Culture**

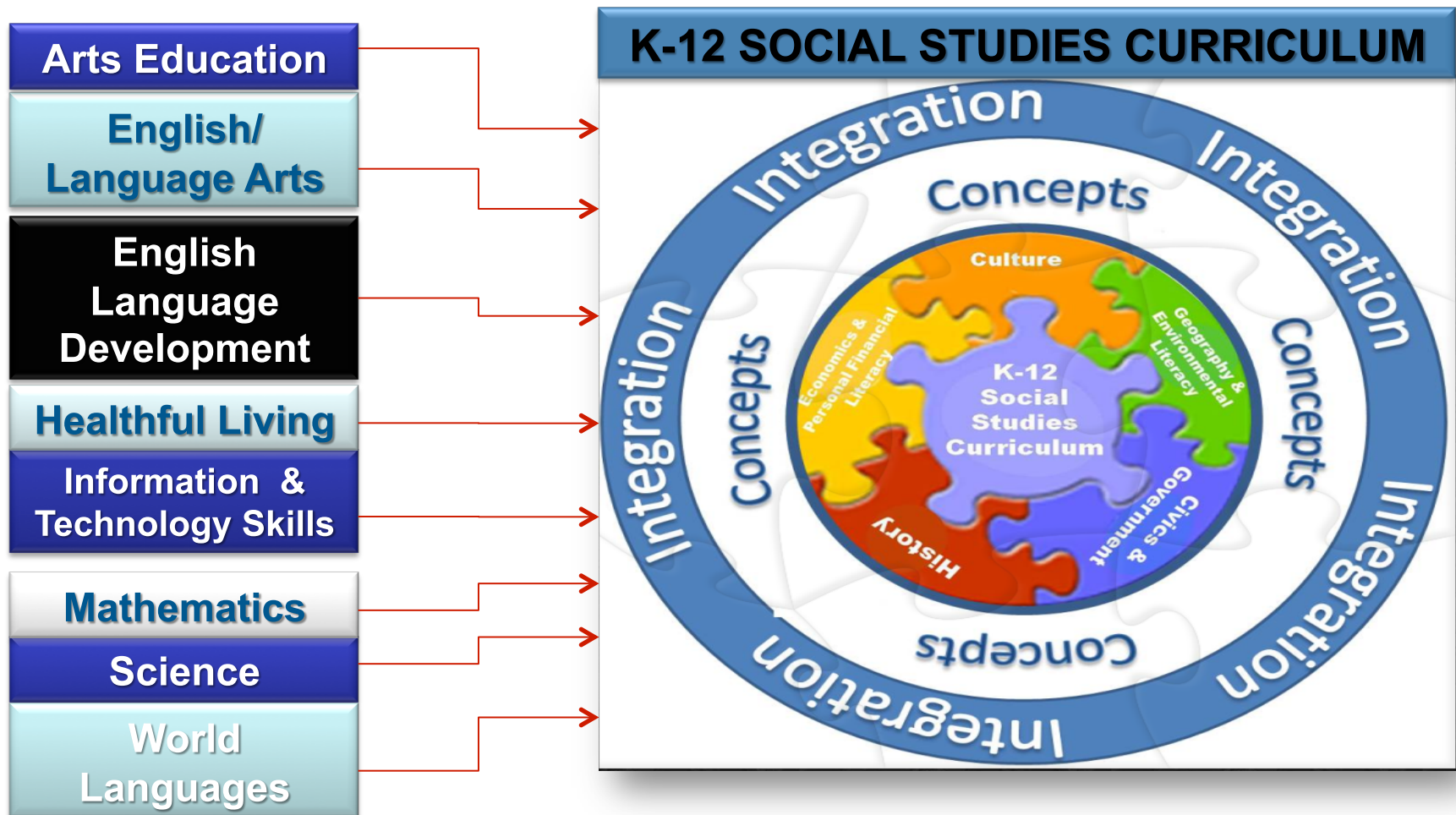
**Individual  
Development  
& Identity**

**Global  
Connections**



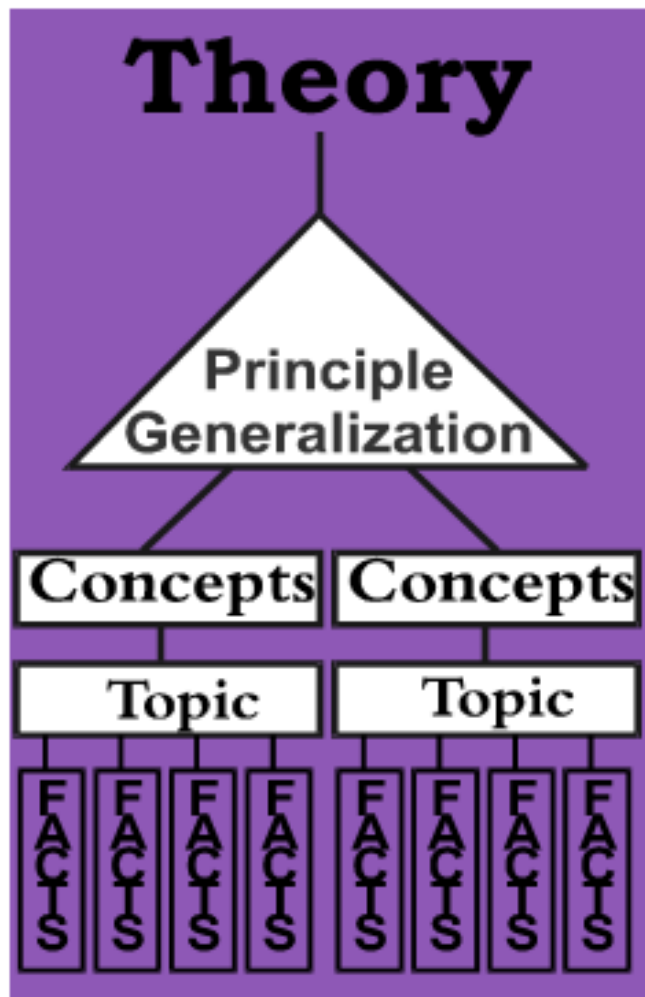


# Integrated, Intra-/Interdisciplinary Approach





# THE STRUCTURE OF KNOWLEDGE



People migrate to meet a variety of needs.  
Migration may lead to new opportunities  
or greater freedom.

• Migration • Opportunity • Needs • Freedom

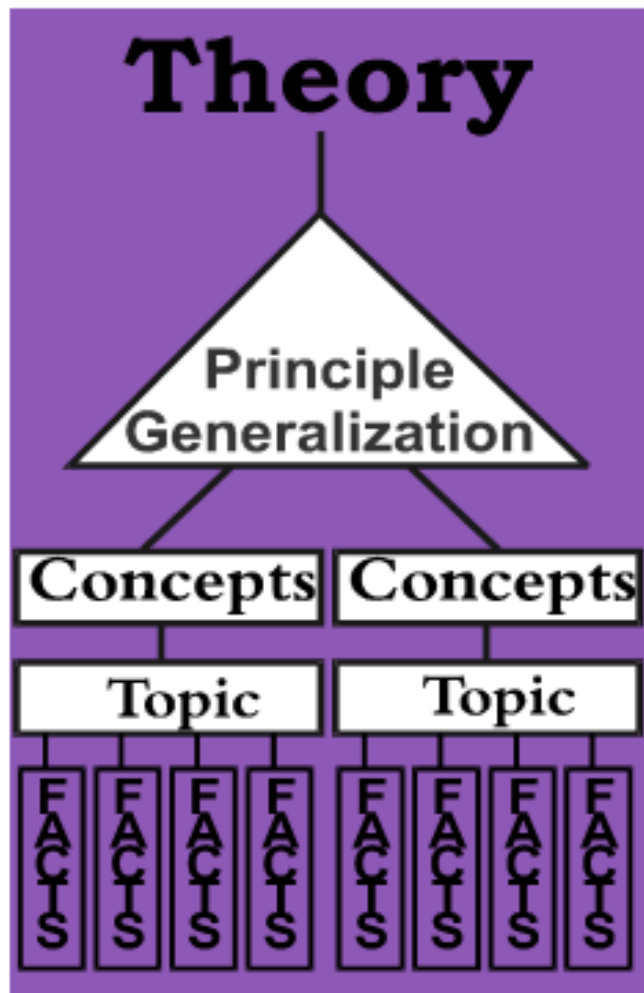
## U.S. Westward Movement

Early American  
settlers migrated  
west.

Early American  
settlers looked for  
new opportunities.



# THE STRUCTURE OF KNOWLEDGE



People migrate to meet a variety of needs.

Migration may lead to new opportunities or greater freedom.

• Migration • Opportunity • Needs • Freedom

## Libyan Conflict 2011

Libyan refugees are migrating to the UK and Egypt.

Libyan refugees are seeking freedom from violence.



# Traditional Standards

- **History:** Colonial Era, Lost Colony American Revolution, American Civil War, World War I & II, Great Depression
- **Cultural Geography:** South America and Europe, Swahili, Aborigines, Buddhism
- **Civics & Economics:** American Revolution, U.S. capitalism, Brown vs. Board of Education, mercantilism

# Conceptual Standards

- **History:** Continuity and change, leadership, revolution, war, conflict
- **Cultural Geography:** Climate change, location, resources, environmental challenges, human migration, cultural development
- **Civics & Economics:** scarcity, justice, freedom, authority, trade



# The Instructional Toolkit

- **Priority One Tools:**
  - Crosswalks of 2006 & 2010 Standards
  - Unpacked Content Documents
- **Priority Two Tools:**
  - Unpacking Documents for Electives
  - Graphic Organizer Exemplars
- **Other Tools:**
  - Glossary of Essential Terminology
  - Sample Units of Instruction
  - Assessment Samples



# How do you stay connected?

- **K-12 Social Studies Listserv:**

To subscribe:

Send an email to Bernadette Cole at [Bernadette.cole@dpi.nc.gov](mailto:Bernadette.cole@dpi.nc.gov)

Email should contain the following information:

- Name
- Email address
- Phone number (optional)
- School/District
- Educational role (i.e. teacher, curriculum supervisor, associate superintendent)
- Grade level/course for which you are responsible (i.e. K-5, 7<sup>th</sup> grade, World History)



# Six-Step Partner: 5 Minutes

What are going to be the biggest challenges for your social studies teachers based on what you have learned?

What support can you provide them in terms of their new curriculum?

How will your evaluative lens change when observing a social studies class?



# Upcoming Webinars and Trainings for Social Studies

- November 8
- January 31
- March 27
- Trainings:
  - Feb. 16
- WRESA also offering other sessions related to Social Studies Essential Standards



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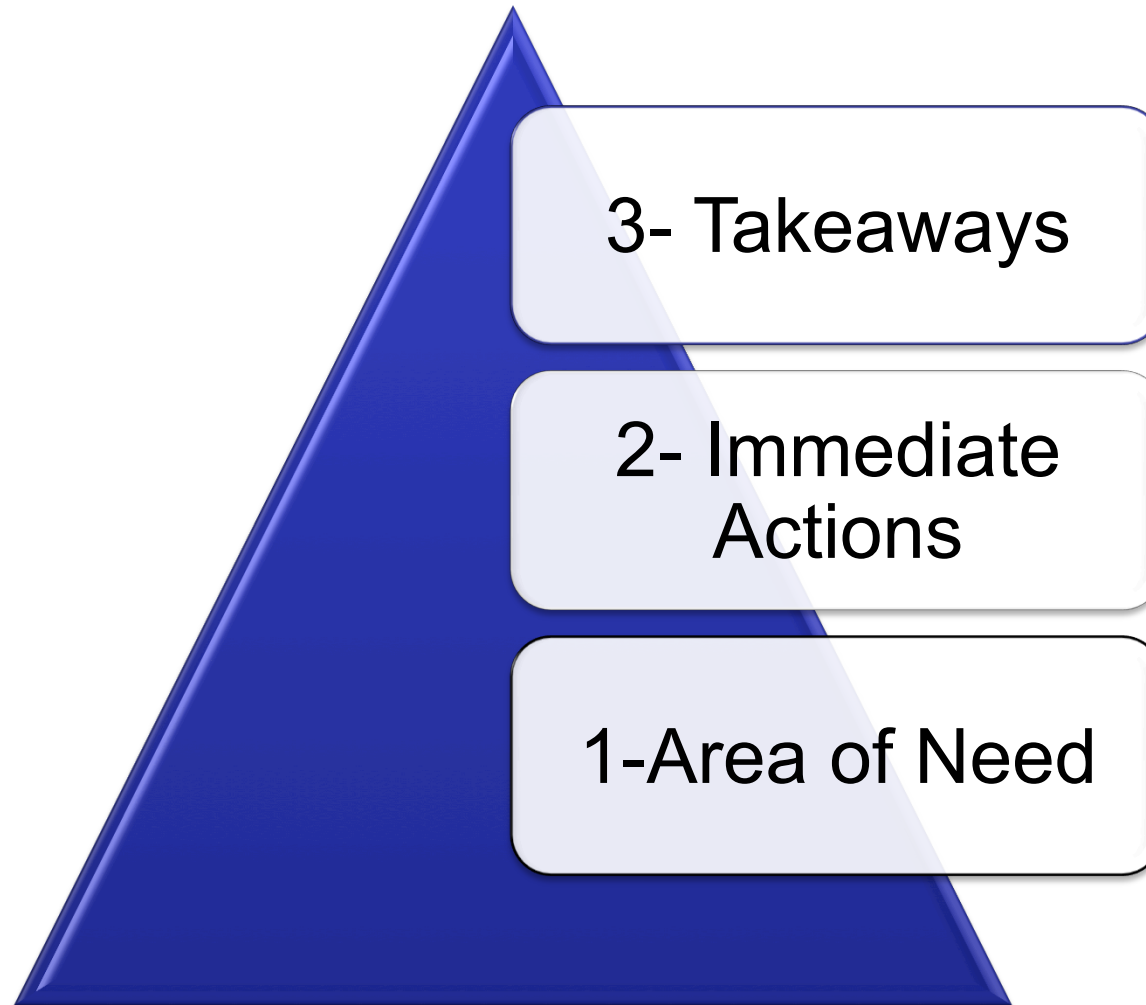
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# Individual Reflection





# Revised Bloom's Taxonomy

## Key Features and Intent

# RBT

- Educational goals, objectives, standards, activities and assessments
- Enhances communication
- Clear, concise, visual representation
- Relative emphasis, curriculum alignment, and missed educational opportunities
- Planning of curriculum and delivery of instruction



# The Revised Bloom's Taxonomy is

“a tool to help educators clarify and communicate what they intend students to learn as a result of instruction.”

(Anderson and Krathwohl, Eds., p. 23)



Placement of the Objective, Instructional Activities,  
and  
Assessment in the Taxonomy Table

	The Cognitive Process Dimension					
The Knowledge Dimension	Remember Recognizing Recalling	Understand Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining	Apply Executing Implementing	Analyze Differentiating Organizing Attributing	Evaluate Checking Critiquing	Create Generating Planning Producing
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						
D. Meta-Cognitive Knowledge						

This chart and information were taken from A Taxonomy for Learning, Teaching, and Assessing  
(Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock ( 2001) .



# How Should the Taxonomy Be Used?



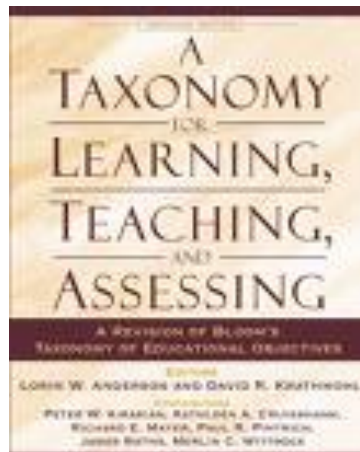
# Placement of the Objective, Instructional Activities, and Assessment in the Taxonomy Table

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember Recognizing Recalling	Understand Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining	Apply Executing Implementing	Analyze Differentiating Organizing Attributing	Evaluate Checking Critiquing	Create Generating Planning Producing
A. Factual Knowledge	Obj. 1 Activities Assessment	Assessment				Obj. 3 Activities Assessment
B. Conceptual Knowledge		Obj. 2 Activities Assessment		Activities	Obj. 4 Activities	Obj. 3 Activities Assessment
C. Procedural Knowledge			Activities Assessment			
D. Meta-Cognitive Knowledge						

This chart and information were taken from A Taxonomy for Learning, Teaching, and Assessing (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Rath, and Wittrock ( 2001) .



# Resources



David R. Krathwohl

A Revision of Bloom's Taxonomy: An Overview

[http://www.unco.edu/cetl/sir/stating\\_outcome/documents/Krathwohl.pdf](http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf)






## Appointment Card



Appointment Time

Table Number

Seat Number

<b>12:00</b>			<b>Directions:</b> Complete this appointment card with the table and seat number for the corresponding time slot that you signed up for on the poster.
<b>3:00</b>			
<b>6:00</b>			
<b>9:00</b>			
<p>Notes</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p>Public Schools of North Carolina State Board of Education Department of Public Instruction</p> </div> <div> <p>Table Top information can be found at: <a href="http://stuff4themeeting.wikispaces.com/PrincipalPhase2">http://stuff4themeeting.wikispaces.com/PrincipalPhase2</a></p> </div> </div>			

# Complete appointment cards



# Table Top Discussions



# Professional Collaboration

- Coaching for Peak Performance
- ELA Anchor Standards
- Instructional Technology Standards
- Mathematical Practices
- The Link to Professional Teaching Standards
- Professional Learning Communities
- Revised Bloom's Taxonomy
- Investigating Crosswalks (Elementary, Middle, High)
- Investigating Unpacking Documents (Elementary, Middle, High)



# Table Top Discussions



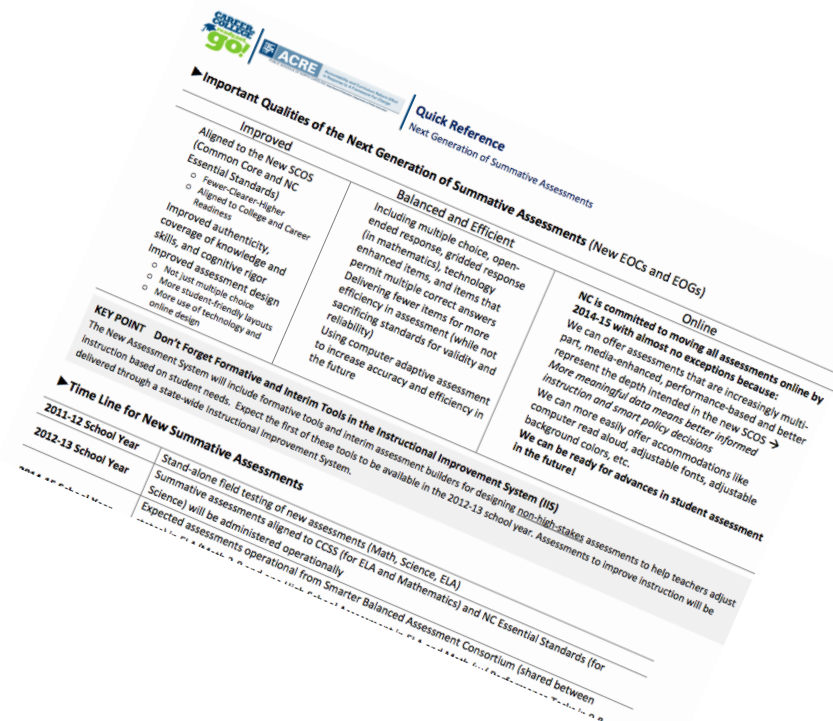
**Phase I Instructional Tools**  
**Crosswalk Documents**  
**Unpacking the Standards Documents**

**Phase II Instructional Tools**  
**(Spring Release)**

**Graphic Organizers**  
**Learning Progressions/Maps**  
**Formative Assessment Exemplars**  
**Terminologies**



# Assessment Update



Email specific questions about assessment to:  
[ACRE-feedback@dpi.nc.gov](mailto:ACRE-feedback@dpi.nc.gov)



# SMARTER Balanced Assessment Consortium



The **SMARTER Balanced Assessment Consortium** is a state-led consortium working to develop next-generation assessments that are aligned to the [Common Core State Standards](#) and that accurately measure student progress toward college and career readiness.

The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process.

More information on the SMARTER Balanced Assessment Consortium can be found below:

- [One-page Overview](#)
- [Computer Adaptive Testing Fact Sheet](#)
- [Consortium Membership](#)
- [Materials and Resources](#)
- [Frequently Asked Questions](#)



[Click to view states](#)

[www.smarterbalanced.org](http://www.smarterbalanced.org)

## SMARTER Balanced News

September 16, 2011 -

[SMARTER Balanced Releases Summative Assessment Work Plan and Procurement Schedule](#)

August 29, 2011 -

[SMARTER Balanced Releases Draft Math Content Specifications](#)

[Updated Timeline for Content Specifications \(ELA and Math\)](#)

August 16, 2011 -

[Vermont's Hock Joins SMARTER Balanced Executive Committee](#)

[English Language Arts & Literacy Draft Content Specifications](#)

August 9, 2011 -

[SMARTER Balanced Releases Draft Content Specifications for English](#)



Public Schools of North Carolina

# Principal Transition Planning Tool

## Principal's Transition Plan for Common Core and NC Essential Standards Implementation

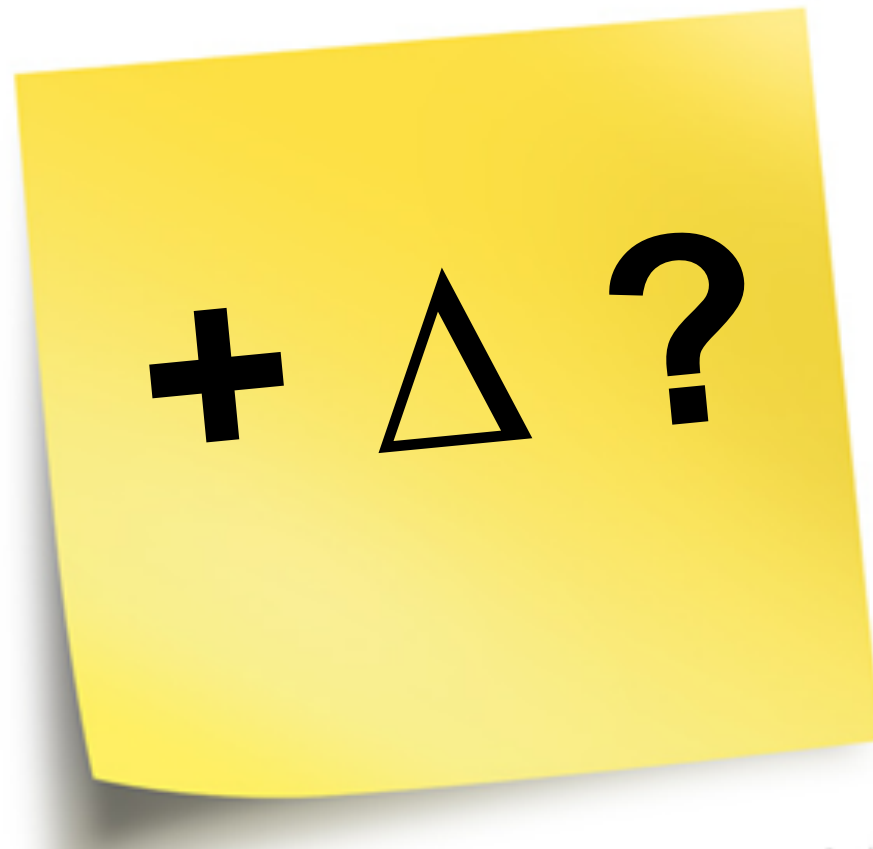
The *Principal's* Transition Plan tool should be used alongside the full District Transition Plan Tool, which includes an Evidences/Outcomes section, for the *District* Transition process. (Note that some items will need to be determined *after* the District has developed its larger plan.)

State Implementation and Transition Process	District Implementation and Transition Process	Principal's School-Based Implementation and Transition Process	Timeline
Build educators' and stakeholders' knowledge of the new Common Core and the North Carolina Essential Standards.	Determine who is providing the overall leadership within the organization and who makes up the implementation team.	<i>Example: Identify one instructional leader for each discipline to serve on the school's Implementation Team.</i>	Spring 2011
	Determine specific job responsibilities for the administrative implementation team and determine how their work will be evaluated (such as the Central Office Evaluation Tool).		Summer 2011
	Determine what on-going support is needed for the administrative implementation team.		Summer 2011
	Determine the time line for support of the administrative team.		Summer 2011
	Determine the philosophy and values that stakeholders must have in order to embrace the change.		Summer 2011-Summer 2014
	Determine when and how the philosophies and values are presented during training opportunities and staff meetings.		Summer 2011-Summer 2014
	Review recruiting and selection criteria for all instructional staff to determine their understanding of the new Common Core State Standards and the North Carolina Essential Standards.		Summer 2011-Summer 2014





# Ticket out the Door





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